Results Driven Accountability

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Indiana
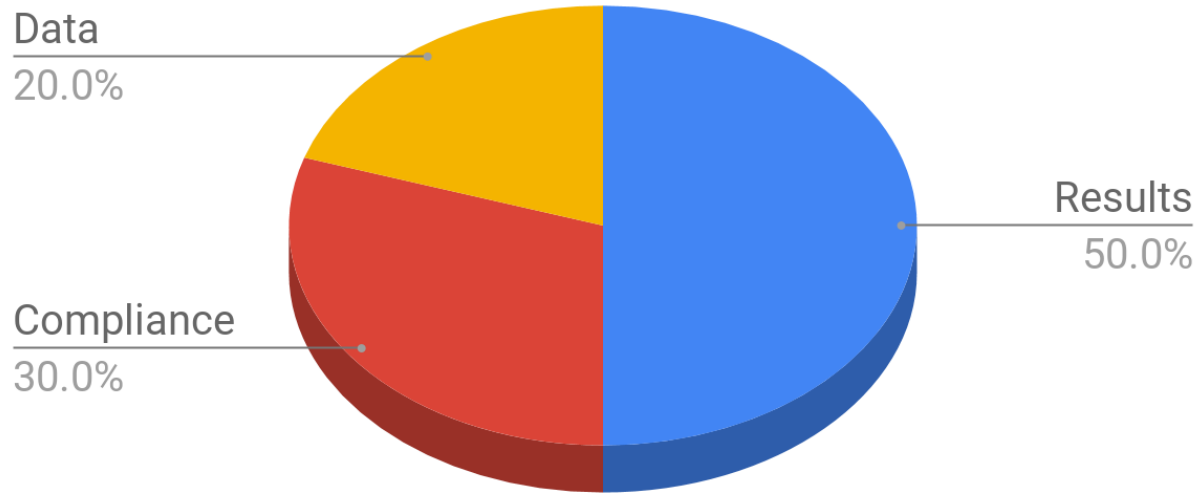**DEPARTMENT OF EDUCATION**

Working Together for Student Success

What is RDA?

★ A comprehensive look at a district system.

★ A shift from compliance to both results *and* compliance.

★ A culmination of the work our office has been doing.

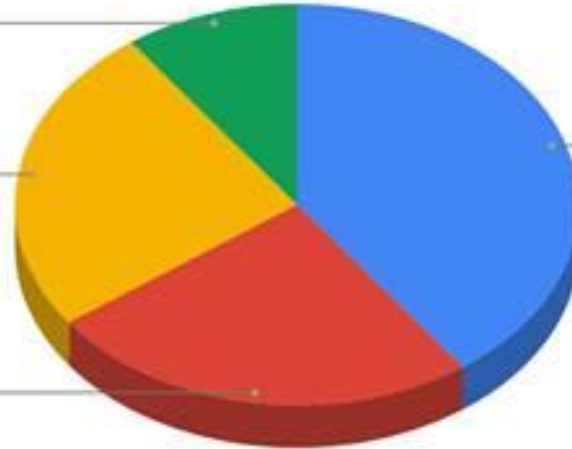# Breakdown of Results

Results

Preschool
10.0%

Grad Rate
25.0%
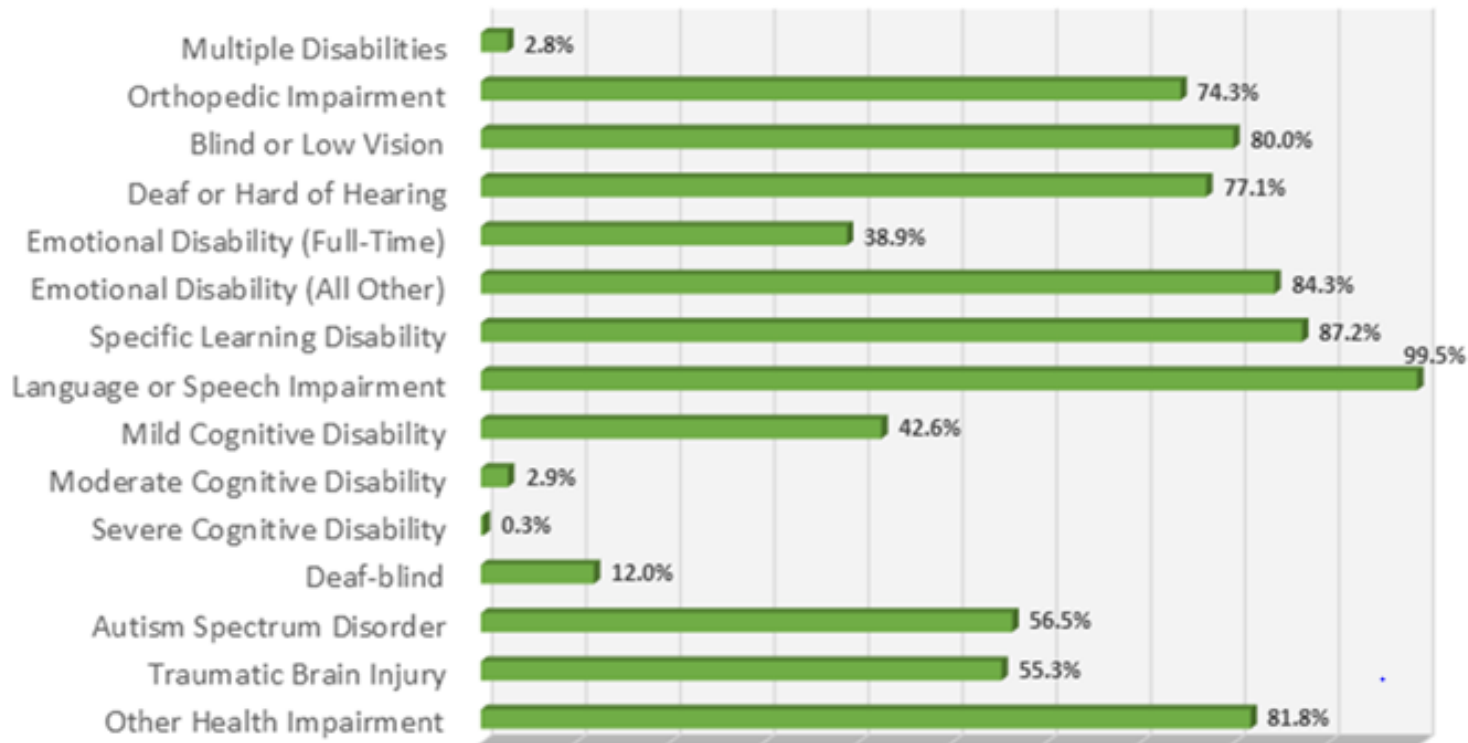
LRE
25.0%

Assessment
40.0%

Developing Best Practices

★ Working to develop a school wide philosophy supporting inclusive practices.

★ Striving to create opportunities for all students to be included

Least Restrictive Environment (Age 6-22)
In General Education Classroom 80% or more

Category	Percentage
Multiple Disabilities	2.8%
Orthopedic Impairment	74.3%
Blind or Low Vision	80.0%
Deaf or Hard of Hearing	77.1%
Emotional Disability (Full-Time)	38.9%
Emotional Disability (All Other)	84.3%
Specific Learning Disability	87.2%
Language or Speech Impairment	99.5%
Mild Cognitive Disability	42.6%
Moderate Cognitive Disability	2.9%
Severe Cognitive Disability	0.3%
Deaf-blind	12.0%
Autism Spectrum Disorder	56.5%
Traumatic Brain Injury	55.3%
Other Health Impairment	81.8%

MTSS

★ Framework our state is using to support systems change

★ Focus on Tier 1 Instruction for ALL students

★ Using MTSS as our TA Model for RDA.

Indiana MTSS [Website](#)

State Assessment
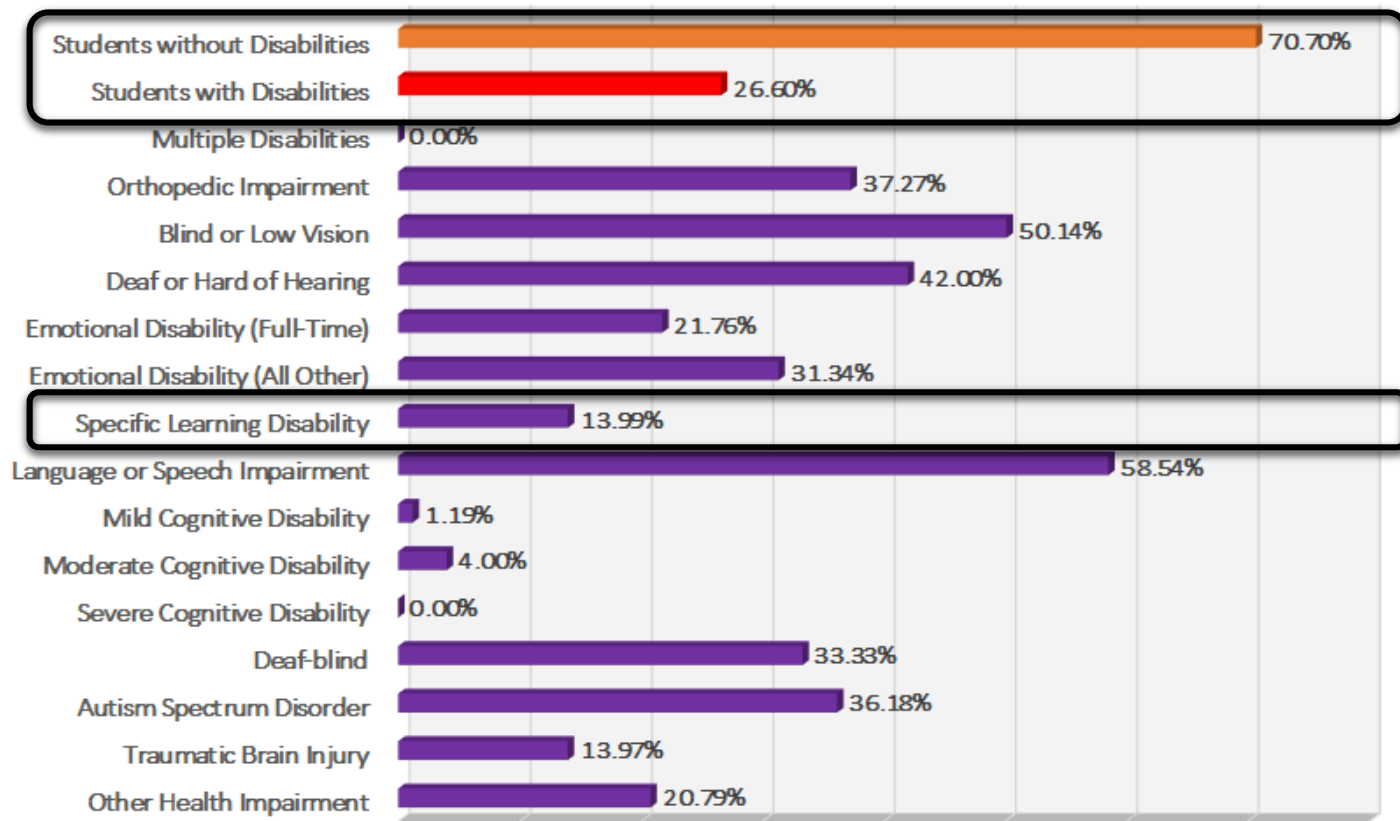
★ Maintain high expectations
★ Provide instruction of grade level Indiana Academic Standards and/or Content Connectors
★ Provide appropriate accommodations consistently during instruction all year long!
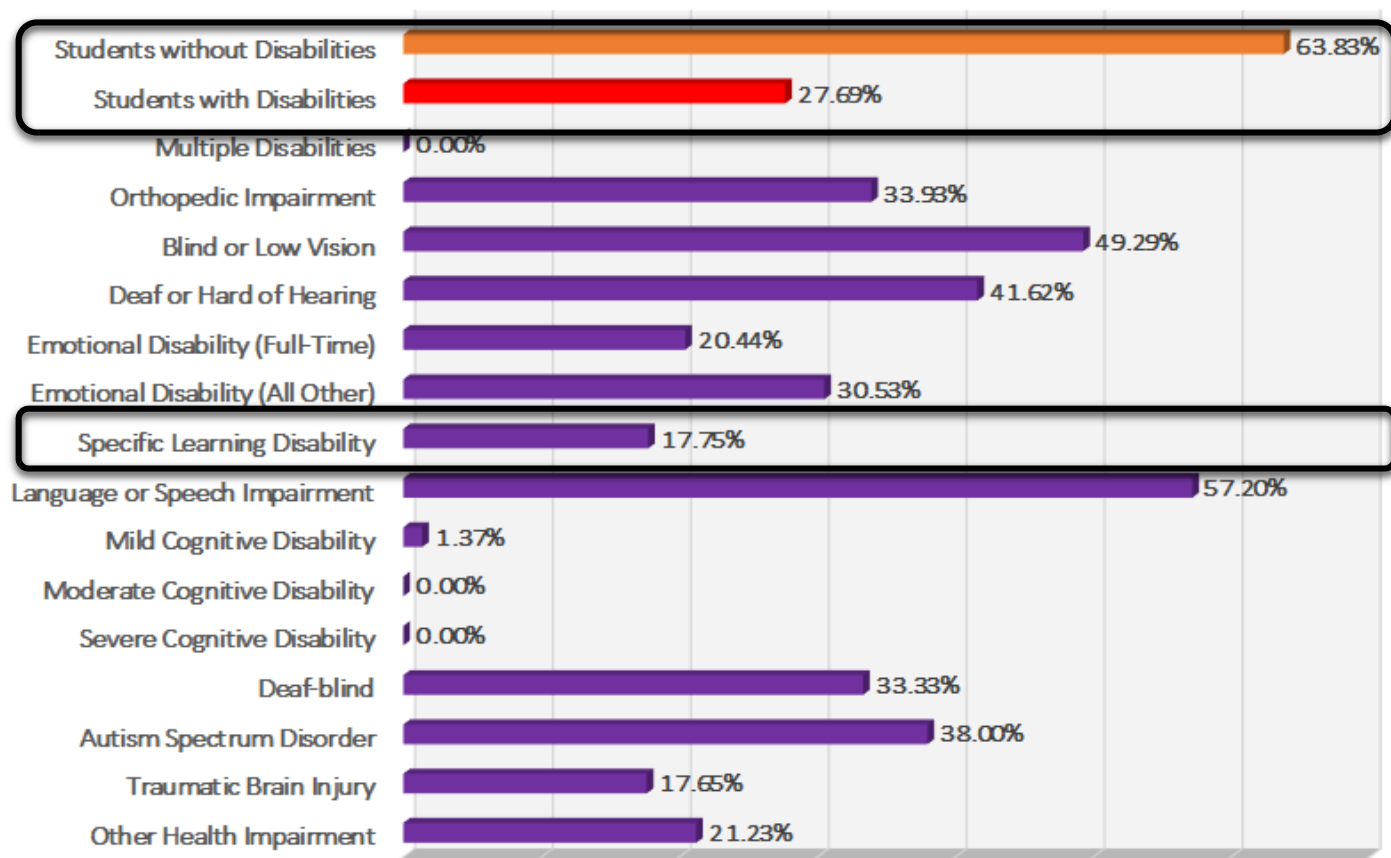★ Practice with multiple accommodations to find the best fit for students

Passing Rates by Primary Disability, ISTEP+ English/Language Arts

Primary Disability	Passing Rate
Students without Disabilities	70.70%
Students with Disabilities	26.60%
Multiple Disabilities	0.00%
Orthopedic Impairment	37.27%
Blind or Low Vision	50.14%
Deaf or Hard of Hearing	42.00%
Emotional Disability (Full-Time)	21.76%
Emotional Disability (All Other)	31.34%
Specific Learning Disability	13.99%
Language or Speech Impairment	58.54%
Mild Cognitive Disability	1.19%
Moderate Cognitive Disability	4.00%
Severe Cognitive Disability	0.00%
Deaf-blind	33.33%
Autism Spectrum Disorder	36.18%
Traumatic Brain Injury	13.97%
Other Health Impairment	20.79%

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Passing Rates by Primary Disabilities, ISTEP+ Mathematics

Primary Disability	Passing Rate
Students without Disabilities	63.83%
Students with Disabilities	27.69%
Multiple Disabilities	0.00%
Orthopedic Impairment	33.93%
Blind or Low Vision	49.29%
Deaf or Hard of Hearing	41.62%
Emotional Disability (Full-Time)	20.44%
Emotional Disability (All Other)	30.53%
Specific Learning Disability	17.75%
Language or Speech Impairment	57.20%
Mild Cognitive Disability	1.37%
Moderate Cognitive Disability	0.00%
Severe Cognitive Disability	0.00%
Deaf-blind	33.33%
Autism Spectrum Disorder	38.00%
Traumatic Brain Injury	17.65%
Other Health Impairment	21.23%

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State Assessment

★ Provide training around creating universally designed environments and lessons.

★ Be proactive in communicating with parents and families.

Indiana Resource Network

Reference Document:
https://www.patinsproject.org/images/IRN_AccommodationsStatement_Sept2018.pdf

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Discussion Questions

★ How can we use data to present evidence that there is a need to focus on results for all student groups?

★ How might you begin to shift mindsets to support more inclusive practices for all students?

★ What are your biggest opportunities/challenges as you begin to look at more inclusive practices?

State Assessment Resources

Accessibility Supports - Accommodations

Accessibility and Accommodations for Instruction and Assessment Resource Guide and Toolkit

Accommodations V. Modifications Chart

Contact Information

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